

Wisconsin Educator Curation Project

Open Education Resource Curation Practice Activity

Welcome and Purpose

The purpose of this training is to provide a practice activity to successfully curate a resource in WISELearn Resources by:

1. Applying an understanding of the Wisconsin Standards for Health Education and/or Physical Education and the OER and in-depth criteria to evaluate the alignment of the materials to the standards.
2. Using the Wisconsin Educator Curation Project process to review materials.
3. Preparing for the in-person training.

As we begin, please remember that the materials you will be curating should be:

- instructional in nature
- should cover **no more than one lesson plan's worth of instruction**

To prepare for the in-person training, please review the following documents:

- The Wisconsin Standards for Health Education
<http://dpi.wi.gov/sites/default/files/imce/cal/pdf/health-stds.pdf> and/or
- The Wisconsin Model Academic Standards for Physical Education
<http://dpi.wi.gov/sites/default/files/imce/standards/pdf/phyed.pdf>
- The SHAPE America Standards <http://www.shapeamerica.org/standards/pe/>

Reviewing these materials will be helpful in understanding the alignment of standards for curating resources moving forward.

Directions to Begin the Practice Exercise

Please note this is an ELA example but the process at Curation Day will be the same using Health Education and/or Physical Education resources.

This document will provide a walk-through exercise of how to contribute a resource in WISELearn Resources. It will also provide evidence and reasoning behind the selection of particular fields of metadata for this resource. It is important to note that the information you provide in the fields about your material is what makes it useable within the system.

- The practice resource we will find here:
<https://www.youtube.com/watch?v=TkK8jnaJnj4#t=128>
- Please, stop the training module and briefly review this video before continuing.
- Helpful tips:
 - Use [this document](#) as a reference for navigating the WISELearn Resources repository

- Save your work as you go. Your session can time-out if left open and unused for quite some time. Use Save and continue to stay on the same page.

Step 1 - Log in to WISELearn Resources at

<https://wlresources.dpi.wi.gov/>

- Click [Log In in the menu](#)
- Enter your email and password
 - **Username: your email address**
 - **Password: wiselearnrocks**
 - Please be sure to change your password once you have logged in with the generic information
 - To change your password, click on the top right option for “edit user details” (which is your login/email address) and select “change your password”
- On the left hand navigation bar, or using the blue box at the top of your screen, click the “[Contribute link](#)” to begin the process of reviewing and contributing a resource.
- For this practice exercise, be sure to select the “Practice” collection
 - Note that when you will contributing an actual resource, you will need to select the “Wisconsin Educator Curation Project”

Gateway Criteria

This first set of questions serves to screen out materials with fundamental flaws that would make them inappropriate for WISELearn. During your curation day, you will discuss these questions with your teammates and reach consensus on next steps.

WISELearn Field	Example Resource Notes
Name of the Resource (Title)	Write in the title of the resource and subtitle if appropriate. <ul style="list-style-type: none"> ● Close Reading Frost
Classroom Subject	Check the primary subject area(s) for the resource. Subjects with a + contain additional areas which will appear below.
Access Rights	<ul style="list-style-type: none"> ● Yes, this is an open access material that is freely available and does not require any registration or membership (if a free registration is required for a resource, note “other” and describe that need).
Alignment to WISELearn Vision	<ul style="list-style-type: none"> ● We would check the first box, as this resource is relevant for a Wisconsin teacher. ● Here we would ask, is this context relevant to our students, or could the material be modified so that it is?

	<ul style="list-style-type: none">● We would also check the second box, as we see how it could be meaningfully used in a classroom and have ideas for making it even better.● This resource is unbiased and free of student privacy issues, so we would select yes on each.
Partner Review	<ul style="list-style-type: none">● Yes, we would expect your team to agree that this resource meets the gateway criteria.

Step 2 - Complete Details about the Resource

- Complete the rest of the fields with descriptive and evaluative information about a resources.

WISELearn Field	Example Resource Notes
What is Your Resource? <ul style="list-style-type: none"> ● Resource URL ● Attachments ● Ownership ● Author/Creator ● Publisher ● Date Created ● Language 	<ul style="list-style-type: none"> ● Copy in the url of the resource itself, (not a collection of resources). In this case that would be the link to the video: https://www.youtube.com/watch?v=TkK8jnaJnj4#t=128 ● The publishers in this case are Doug Fisher and Nancy Frey through their YouTube channel, which we can see and click on just below the title of the video. ● The author/license holder of this video seems to be the teacher, only named as “Kelly” in the description, so we will write her name alongside Fisher and Frey. ● The date created/copyright year is 2012, as noted on the video.
Description	<ul style="list-style-type: none"> ● In this video, students are introduced to close reading through poetry. The teacher introduces the purpose for a first reading of a poem, conferences with students, and includes partner talk for beginning to understand meaning. With the whole class, the teacher alternates reading aloud with thinking aloud, modeling close reading, then invites students to consider questions regarding use of words and phrases from to explain meaning, requiring students to use specific evidence from the text.
Guidance Narrative	<p>You will provide ideas for teachers on how to improve this resource and use it effectively with a group of students</p> <ul style="list-style-type: none"> ● Describe any changes or extensions you would make. Many of these suggestions have been noted above as we detailed answers for previous questions. <ul style="list-style-type: none"> ○ A more detailed description of this video outlining the context of the lesson to showcase what will come next can help understand the scope and planning of the work ● Share suggestions for implementation to include ideas such as: <ul style="list-style-type: none"> ○ where it fits in an instructional sequence ○ links to mathematics or ELA ○ how to group students ● Note particular strengths and weaknesses of the resource ● Share ideas for related resources

Resource Type	<ul style="list-style-type: none"> ● This resource is a “demonstration/simulation” and a “lesson/lesson plan”
Digital Media Type and Required Technology	<ul style="list-style-type: none"> ● In this section, you will identify the type of media (video) and any hardware, software, equipment, instructions, or other materials required for use.
Educational Use	<ul style="list-style-type: none"> ● This resource is best described as a “curriculum/instruction.”
Grade Level End User Learning Time	<ul style="list-style-type: none"> ● This resource aligns to 9th grade as evidenced in the brief description, but could extend either way, so selecting 8, 9, and 10 would be appropriate. ● The end user of this lesson plan is the teacher and perhaps an administrator with an interest in close reading. ● Enter the approximate/typical time to work with/through the resource for the intended audience
Keywords	<ul style="list-style-type: none"> ● The keywords are optional ● We would include the following: “close reading,” “poetry,” and “textual evidence.”

Step 3 - Evaluate for the Open Education Resource (OER) Criteria

This set of fields provide the quality measures that assures resources surfaced through the Wisconsin Educator Curation Project are high quality and meet the standards for an open education resource.

- WISELearn Resources leverages the work of Achieve Inc, a non-profit multi-state entity that has developed quality rubrics for measuring open education resources, as well as high quality standards-aligned content.
- The resources curated through this project have an additional measure of quality control.

WISELearn Field	Example Resource Notes
Quality of Explanation of Subject Matter	<ul style="list-style-type: none"> ● We see a strong explanation of subject matter based on the description in this rubric. While it is clear what the subject matter makes the skills, procedures, concepts, and information understandable, there is not much in the way of defining and using close reading as a concept or method, and main ideas will be inferred by the viewer rather than being clearly identified. We would select a “2” for this on the rubric.
Quality of Instructional Support Materials	<ul style="list-style-type: none"> ● We suggest selecting N/A, as this video is not intended to provide materials to support the teaching of a particular poem or as a particular lesson, but to provide an example of teaching close reading.
Assessment	<ul style="list-style-type: none"> ● Many resources might not include assessments during your curation. N/A might be a likely choice, but assessments are powerful tools and should be commented on where appropriate. ● For the example resource, we would select N/A, as the resource may provide some ideas for formative assessment in the classroom, but an assessment is not specifically included here.
Opportunities for Deeper Learning and Student Engagement	<ul style="list-style-type: none"> ● The video shows several deeper learning skills including thinking critically, working collaboratively, communicating effectively, learning how to learn—specifically related to closely reading a text, and reasoning abstractly. Also, a range of cognitive demand is

	offered, with appropriate scaffolding and direction from the teacher. For these reasons, we would select “3” for this part of the rubric.
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Step 4 - In-Depth Measures of ELA Material Quality (only for ELA)

This set of fields provides additional criteria related to a specific subject matter. These in-depth measures help further identify high-quality resources in the area.

WISELearn Field	Example Resource Notes
Standards alignment and depth	<p>WISELearn allows educators to pick resources based on the depth of alignment to the standards. The resource should meet at least two criteria for full consideration.</p> <ul style="list-style-type: none"> ● Includes a clear and explicit purpose for instruction based on the teacher’s clear statement of purpose for the lesson. ● Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills based on the stated purpose based on what we see in the video lesson with students reading the poem silently, writing notes on the handout, talking with partners and then the whole group, and listening to the teacher read and think aloud around the same text.
Key shifts in the Wisconsin Standards for ELA	<p>WISELearn allows educators to pick resources based on their given strengths. This requires you to evaluate your resources on the following criteria and rate it from low to high:</p> <ul style="list-style-type: none"> ● Reading text closely <ul style="list-style-type: none"> ○ Select high as the resource demonstrated in the purpose of the video lesson and is modeled ● Text-based Evidence <ul style="list-style-type: none"> ○ Select Medium as this lesson is an introduction to close reading and the level of rigor of discussion could be improved, relying less on the teacher to pose each question, yielding one response from one or two students, then moving to the next question. It is also a bit difficult to gauge how all of the small group discussions were going in a short video clip as well. ● Writing from Source <ul style="list-style-type: none"> ○ Select Low as students were expected to draw evidence from one text on a note-taking sheet provided by the teacher. It is difficult to gauge the

	<p>clarity or coherence of students' writing here, but important to note that writing from a source did take place.</p> <ul style="list-style-type: none"> ● Academic Vocabulary <ul style="list-style-type: none"> ○ Select Medium or High because the teacher made a point to use academic language specific to English language arts including using and defining "stanza," "conventional meaning," and "subversive meaning" in context and at different points of the lesson. ● Building Disciplinary Knowledge <ul style="list-style-type: none"> ○ Select Low based on students building knowledge about poetry through an analysis of one poem (rather than an obvious coherent selection of strategically sequenced texts). <p>References: Close Reading, Text-Dependent Questions</p>
Instructional focus	<p>WISELearn allows educators to identify the instructional focus of a resource. At least five are required for your resource to be considered</p> <ul style="list-style-type: none"> ● Provides ALL students with multiple opportunities to engage with text of appropriate complexity; includes appropriate scaffolding so that students directly experience the complexity of the text <ul style="list-style-type: none"> ○ This selection is based on the different modes used to experience the text, including reading silently, discussion in small groups and whole group, and reading/thinking out loud ● Focuses on challenging sections of text/s and engages students in a productive struggle through discussion questions and other supports that build toward independence <ul style="list-style-type: none"> ○ This selection is based on the teacher focusing on particular stanzas of the text to practice analysis with the incorporation of textual evidence as part of students' responses to questions. ● Uses culturally responsive research-/ evidence-based instructional practices and strategies <ul style="list-style-type: none"> ○ The teacher is also seen conferencing with some students during different parts of the lesson as a support; based on information from page 1 of this link: http://dpi.wi.gov/sites/default/files/imce/cal/pdf/guiding-principles6.pdf ● Allows students to be flexible, make choices, take initiative, interact with others, be accountable, or be a leader <ul style="list-style-type: none"> ○ This section is based on the different methods used to teach close reading in the video ● Uses age appropriate resources to teach grade-level standards <ul style="list-style-type: none"> ○ This section is based on the complexity examined within the poem used ● Engages students in multiple ways ● Attends to general academic and domain-specific words

Step 5 - Identify the Educational Frameworks and License Type

This set of fields provides additional criteria related to educational frameworks.

WISELearn Field	Example Resource Notes
Standard Alignment	<ul style="list-style-type: none"> ● Consider the following standards as applicable for the drop down menu for alignment to standards. Remember to align to only the most prominently aligned standards. This practice will improve the quality of the metadata we collect. <ul style="list-style-type: none"> ○ http://www.corestandards.org/ELA-Literacy/RL/9-10/1/ (for citing strong textual evidence) ○ http://www.corestandards.org/ELA-Literacy/RL/9-10/4/ (for determining meanings of words and phrases) ○ http://www.corestandards.org/ELA-Literacy/RL/9-10/10/ (for reading (among other things) poetry with appropriate scaffolding) ○ http://www.corestandards.org/ELA-Literacy/SL/9-10/1/ (for collaborative discussions—one-on-one, in groups, and teacher-led) ○ http://www.corestandards.org/ELA-Literacy/L/9-10/3/ (for knowledge of language functions in different contexts) ELA Training Transcript Page 4 of 7 ○ http://www.corestandards.org/ELA-Literacy/L/9-10/4/d/ (for meaning of a word or phrase, checking with context)
Promoting Excellence for All	<ul style="list-style-type: none"> ● Indicate which of the categories of Wisconsin’s Promoting Excellence for All initiative, an achievement gap reduction effort, this resource is best aligned to “Effective Instruction.” For more information on Promoting Excellence for All, visit http://dpi.wi.gov/excforall
Universal Design for Learning (UDL)	<ul style="list-style-type: none"> ● UDL parallels three distinct learning networks in the brain used in learning: recognition, strategy, and affect. The respective UDL Principles offer scientifically-valid supports for learner access to information - or Representation, to being motivated to learn - or Engagement, and to demonstrating what the learner can do, or Action and Expression. UDL conveys the need to reduce curriculum barriers with intentional planning to address learner variability through the use of multiple methods, providing options which maximize learning for the greatest number of students.

License Holder and Type	<ul style="list-style-type: none"> ● To locate the license information: <ul style="list-style-type: none"> ○ Click on the “show more” tab under the description of the video ○ YouTube standard license is “Copyright All Rights Reserved”
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Congratulations! To finish submitting your resource, click “save” and “submit.” You’ve successfully uploaded a high-quality resource for moderation into WISELearn Resources that will benefit many Wisconsin teachers. A subject matter-expert will review your review prior to approval. Share your work with your teammates for their feedback.

Further work to complete before your in-person curation day

Find 4-6 resources to use in your in-person work day

From your own experience and connections, identify 4-6 examples of instructional materials to suggest for inclusion in WISELearn Resources. These materials should be at the level of lesson or finer-grained, not full units or curricula. You will find a list of suggested sources for OER on the Training site.

Practice Exercise

Please note that you will receive your training stipend only upon successful completion of the training activity. We will start the work day by discussing reviews of this resource as a group to ensure that all of us are approaching resources in similar ways. In essence, this will be an anchor review.

For additional practice in curating an Physical Education resource

Practice Resource: Helping Hands Tag

<http://pecentral.com/lessonideas/ViewLesson.asp?ID=6005#.VtnD6tL2ZpM>

Suggested websites for excellent resources in Physical Education

- Teaching Games for Understanding <http://tgfuinfo.weebly.com/>
- PE Scholar <https://www.pescholar.com/>
- Physical Education Degree
<http://physicaleducationdegree.org/physical-education/>
- Sporting Schools <https://sportingschools.gov.au/>
- PE Central <http://pecentral.com>
- Open Online Physical Education Network <http://openphysed.org/>

- PE Lesson Plans Spark
<http://www.sparkpe.org/physical-education/lesson-plans/>
- SHAPE America
http://www.shapeamerica.org/publications/resources/teachingtools/lesson_plans.cfm
- Teacher Vision
<https://www.teachervision.com/physical-education/teacher-resources/6653.html>
- Wisc-online <https://www.wisc-online.com>

For additional practice in curating a Health Education resource

Practice Resource: Tobacco Math

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4330#.VtnDmvkrJ1s>

Suggested websites for excellent resources in Health Education

- Edutopia <http://www.edutopia.org/>
- PBS Learning Media <https://www.google.com/#q=pbs+learning+media>
- Discovery Education <http://www.discoveryeducation.com>
- PE Central <http://www.pecentral.org/lessonideas/health/healthlp.asp>
- Kids Health <http://classroom.kidshealth.org/>
- Advocates for Youth
<http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals>
- Wisc-online <https://www.wisc-online.com>